DOCUMENT RESUME

ED 076 511 SP 006 361

TITLE Prospectus of the Prescriptive Teaching, and Diagnostic - Prescriptive Teaching Training Programs Area of Special Education.

INSTITUTION Wyoming Univ., Laramie. Coll. of Education.

NOTE 14p.

EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTORS *Counselor Training; *Diagnostic Teaching; Graduate Study; Learning Activities; *Performance Based Teacher Education; Practicums; *Special Education; *Teacher Education; Teacher Education Curriculum; Undergraduate Study

ABSTRACT

The undergraduate Prescriptive Teaching and graduate Diagnostic-Prescriptive Teaching training programs are designed to prepare generalist, multidiscipline teachers and school consultants to systematically and successfully intervene with problems of learning and behavior. The programs are competency based, by means of course and program performance objectives. They emphasize continuous practicum experiences, for which the demonstration of prescriptive teaching performance objective proficiency is required of each student. In terms of student demonstration of performance objective proficiency, the effects of the performance objectives are cumulative. The courses and performance objectives are sequenced, with each course accompanied and defined by a performance objective. In addition, there is an undergraduate as well as a graduate program objective. (Included are tables with course and performance objective descriptions.) (Authors/JA)

FORM 510 PRINTED IN U.S.A.

FILMED FROM BEST AVAILABLE COPY

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

EDEXC 12172

ED 076511

PROSPECTUS OF THE PRESCRIPTIVE TEACHING, AND DIAGNOSTIC-PRESCRIPTIVE TEACHING, TRAINING PROGRAMS AREA OF SPECIAL EDUCATION, DEPARTMENT OF GUIDANCE AND COUNSELOR EDUCATION COLLEGE OF EDUCATION, THE UNIVERSITY OF WYOMING

INTRODUCTION

The undergraduate Prescriptive Teaching and graduate Diagnostic-Prescriptive Teaching training programs are designed to prepare generalist and multi-discipline teachers and school consultants to systematically and successfully intervene with problems of learning and behavior. The programs are competency based, by means of course and program performance objectives, and, they emphasize continuous practicum experiences, for which the demonstration of prescriptive teaching performance objective proficiency is required of each student for each course. In addition, the programs focus on rural education, are non-categorical in nature, and operate by means of our Education Intervention System, Management Model, and resulting prescriptive teaching and programming strategies.

The courses of the two programs as well as the course performance objectives are sequenced from beginning to terminal prescriptive teaching concepts, in the order that they appear below. Each student is expected to take each course in its proper sequence. As part of and concurrent with each course, each student each academic semester or summer term is obliged to minimally participate in a live four hour per week classroom practicum experience (Cheyenne or Laramie). Admission to and successful mastery of each course is dependent upon successful completion of the preceeding course and the related practicum experience.

Each course in the training sequence is accompanied and defined by a performance objective. Each performance objective identifies the prescriptive teaching proficiency that is required of each student in order to successfully complete each course. The demonstration of the required proficiency is expressed in the form of prescriptive programs, which involve various Management Model components and prescriptive teaching strategies, which are based on the content of each course, and which are in relation to live as well as simulated interventions with learning or behavior problems. Each student is expected to demonstrate such proficiency under close faculty supervision and evaluation in the practicum experience prior to the successful completion of each course. If a student somehow takes a prescriptive teaching course out of sequence, that student will be held responsible for the proficiency associated with the performance objective of the missed course.

In addition to the performance objectives associated with the various courses, there is an undergraduate as well as a graduate Program performance objective. The Program performance objectives are respectively described by the performance objective associated with the highest-level undergraduate course, EDEXC 668, and by the performance objective associated with the highest-level graduate course, EDEXC 837.

In terms of student demonstration of performance objective proficiency, the effects of the performance objectives are cumulative. Thus, a student who has taken only EDEXC 639 will be expected to demonstrate, in the practicum experience, the performance objective associated with only EDEXC 639. Similarly, a student who has taken the sequence EDEXC 639, 666, 734, and 735, for example, will be expected to demonstrate, in the practicum experience, the performance objective associated with EDEXC 735, which is the highest-level course represented in that sequence, the performance objective of which represents the cumulation of all the preceding performance objectives associated with the courses in that sequence.

SP 006 361

And, the overall Program performance objective is represented by the cumulation of all the course performance objectives, a situation which is tantamount to, for undergraduate students, the performance objective associated with EDEXC 668, and for graduate students, the performance objective associated with EDEXC 837.

The practicum supervisors evaluate student performance objective proficiency. This evaluation is rendered on the basis of at least two criteria, viz.: a. The prescriptive program "accuracy" level; and b. The prescriptive program continuous baseline measurement indication of intervention success.

a. "Accuracy": The Management Model is composed of various prescriptive teaching components. Each Management Model component has been assigned a weighted percent value (Tables I and II, pp. 5 and 10). Each course and Program performance objective identifies the various Management Model components which must be included in the related prescriptive program, as well as the required prescriptive program "accuracy" level. The sum of the weighted percent values associated with the Management Model components required for a given course or Program performance objective is called the "weighted percent total." Thus, prescriptive program "accuracy" is defined as, and determined by forming, a ratio score, the numerator of which results from summing the weighted percent values associated with the Management Model components used in a given prescriptive program, and the denominator of which is the "weighted percent total" associated with the particular course or Program performance objective. The resulting ratio (e.g., 32/37 for EDEXC 639) is the obtained prescriptive program "accuracy" level. If the obtained accuracy level matches or exceeds the required accuracy level (30/37 for EDEXC 639, 52/65 for EDEXC 834, etc.), the accuracy requirement of the performance objective is met, and to that extent, the related prescriptive program is acceptable.

b. Continuous Baseline Measurement: Each performance objective requires that each prescriptive intervention result in positive change, when working with live data. The practicum supervisors evaluate this aspect of performance objective proficiency by means of examining the prescriptive program baseline measurement indication of success. If the continuous baseline data indicate positive intervention change, this requirement of the performance objective is met, and to that extent, the related prescriptive program is acceptable.

UNDERGRADUATE PRESCRIPTIVE TEACHING PROGRAM

The undergraduate prescriptive teaching training program is designed to prepare generalist teachers to systematically and successfully intervene with learning or behavior problems. The program is competency based, and involves a dual Special Education (Prescriptive Teaching) - Elementary Education major, which is offered only during the academic year, and which focuses on rural education and non-categorical prescriptive intervention strategies. As such, our graduates are certified to teach both special education as well as regular education students, in either special education or regular education classes.

Entry into the first undergraduate Prescriptive Teaching course (EDEXC 639) at the appropriate time is particularly important for normal progression through the subsequently sequenced courses. Regarding EDEXC 639, and because of a limited number of practicum stations and limited faculty practicum-supervision time, we are able to advance only the 20 best students from EDEXC 639 into the subsequently sequenced program courses. The criteria used to select those 20 best students are: (1) an overall GPA of 2.5 for admission to EDEXC 639; (2) a minimum grade of B in that course; (3) the performance objective and competency basis of that course; and (4) written student intention regarding continuation in the program.

Unless careful course-of-study planning is exercised, it may be necessary for an undergraduate Prescriptive Teaching major to attend summer school in order to complete the program in four years.

Prescriptive Teaching Courses, and Related Performance Objectives

EDEXC 639D, Introduction to Prescriptive Teaching: Performance Objective

Each student will write a prescriptive teaching program, using the Management Model, within 120 minutes at 37 (80%) "accuracy," with reference to simulated data which involve problems with learning and/or behavior. Each prescriptive program will include the following Management Model components (Table I, p. 5): component three of the Learner; all the components listed under Behavioral-Instructional Objectives; both the components listed under Task Analysis; both the Baseline Measurement components; and component one of Behavior Modification and Change Agents, all of which results in a "weighted percent total" of 37. When prescriptive teaching intervention is conducted on a live and not simulated basis, the course performance objective will change only to the following extent: each intervention will result in positive change, as measured by baseline behavior, with reference to the identified objectives or task analysis, and without regard for a time limit within which the prescriptive program must be written. "Accuracy" is defined as a ratio score, the numerator of which results from summing the weighted percent values associated with the Management Model components used in a given prescriptive program, and the denominator of which is the "weighted percent total" associated with the particular course or program performance objective.

EDEXC 666D, Diagnostic-Prescriptive Techniques: Performance Objective

Each student will write a prescriptive teaching program, using the Management Model, within 150 minutes at 42/56 (75%) "accuracy," with reference to simulated data which involve problems with learning and/or behavior. Each prescriptive program will include the following Management Model components (Table I): all the components, except numbers six and seven, listed under the Learner; all the components listed under Behavioral-Instructional Objectives; Task Analysis; Baseline Measurement; and component one of Behavior Modification and Change Agents, all of which results in a "weighted percent total" of 56. (Same as EDEXC 639 from here on.).

EDEXC 734D, Emotional Disturbance, Behavior Modification, and Prescriptive Teaching: Performance Objective

Each student will write a prescriptive teaching program, using the Management Model, within 180 minutes at 51/68 (75%) "accuracy," with reference to simulated data which are descriptive of the conditions of emotional disturbance. The prescriptive program will include the following Management Model components (Table I): all the components, except number seven, listed under the Learner; all the components listed under Behavioral-Instructional Objectives; Task Analysis; Baseline Measurement; and all the components, except numbers six and seven, listed under Behavior Modification and Change Agents, all of which results in a "weighted percent total" of 68. (Same as EXC 639 from here on.).

EDEXC 735D, Prescriptive Teaching and Mental Retardation: Performance Objective

Each student will write a prescriptive teaching program, using the Management Model, within 180 minutes at 51/68 (75%) "accuracy," with reference to simulated data which are

descriptive of the condition of mental retardation. The prescriptive program will include the following Management Model components (Table I): all the components, except number seven, listed under the Learner; all the components listed under Behavioral-Instructional Objectives, as well as Terminal Behavior which involves reading or arithmetic skill to be learned as part of a "safety," "health," or "vocational" life-survival experience unit; Task Analysis, with reference to the above Terminal Behavior; Baseline Measurement; and all the components, except numbers six and seven, listed under Behavior Modification and Change Agents, all of which results in a "weighted percent total" of 68. (Same as EXC 639 from here on.).

EDEXC 736D, Prescriptive Teaching and Learning Disabilities:
Performance Objective

Each student will write a prescriptive teaching program, using the Management Model, within 180 minutes at 62/82 (75%) "accuracy," with reference to simulated data which are descriptive of the educational condition of learning disabilities. The prescriptive program will include the following Management Model components (Table I): all the components listed under the Learner; all the components listed under Behavioral-Instructional Objectives, as well as at least one instructional objective related to the student's learning channel strength and one instructional objective related to the student's learning channel weakness; Task Analysis, with respect to the instructional objectives in the learning channel strength and weakness; Baseline Measurement, related to the instructional objectives involving the student's learning channel strength and weakness; and all the components, except number seven, listed under Behavior Modification and Change Agents, all of which results in a "weighted percent total" of 82. (Same as EXC 639 from here on.).

EDEXC 667D, Prescriptive Teaching and Programming I:
Performance Objective

Each student will write a prescriptive teaching program, using the Management Model, within 120 minutes at 72/90 (80%) "accuracy," with reference to simulated data which involve problems with learning and/or behavior. The prescriptive program will include the following Management Model components (Table I): all the components listed under the Learner; all the components listed under Behavioral-Instructional Objectives; Task Analysis; Baseline Measurement; and all the components listed under Behavior Modification and Change Agents, all of which results in a "weighted percent total" of 90. (Same as EXC 639 from here on.).

EDEXC 668D, Prescriptive Teaching and Programming II:
Performance Objective

Each student will write a prescriptive teaching program, using the Management Model, within 90 minutes at 85/100 (85%) "accuracy," with reference to simulated data which involve problems with learning and/or behavior. The prescriptive program will include the following Management Model components (Table I): all the components listed under the Learner; all the components listed under Behavioral-Instructional Objectives, including objectives related to learning channel strength and weakness; Task Analysis; Individualization and Success; Baseline Measurement; and all the components listed under Behavior Modification and Change Agents, all of which results in a "weighted percent total" of 100. (Same as EXC 639 from here on.).

EDEXC 738M, Prescriptive Teaching Practicum:
Performance Objective

Each student must demonstrate in the practicum experience the performance objective proficiency associated with the concurrently enrolled EDEXC course.

TABLE I

UNDERGRADUATE
MANAGEMENT MODEL COMPONENT WEIGHTED PERCENT VALUES

Responsible Course				Course Performance Objective Accuracy Level
			Learner (32%)	
EDEXC	666	1.	Interpretation of Comprehensive History 6%	639 = 30/37 (80%)
	666	2.	Functional I.Q. vs. Potential I.Q. 3%	
	639	3.	Achievement Level, Including LQ 2%	
	666	4.	Learning Channel Strengths & Weaknesses 5%	666 = 42/56 (75%)
	666	5.	Interpretation of Test Data, with resulting Psycho-Educational Hypotheses 5%	
	734	6.	Explanation of Personality 3%	734 = 51/68 (75%)
	736	7.	Learning Circuit Break, and Appropriate Remedial Strategy 8%	
				735 = 51/68 (75%)
			Behavioral-Instructional Objectives (12%)	
		1.	Objectives Relevant to Primary Presenting Problem 2%	
		2.	Behavioral or Performance Terms 3%	736 = 62/82 (75%)
		3.	Givens and Restrictions 1%	
	639	4.	Time 2%	
		5.	Accuracy 2%	667 = 72/90 (80%)
		6.	Difficulty Level 2%	
			Task Analysis (12%)	668 = 85/100 (85%)
		1.	$A = \frac{(i \times 10)}{e}$ 10%	
	639		A = Accuracy Score i = Included Appropriate Sequential Steps e = Expected Sequential Steps	
		2.	Precision Entry Level 2%	
			Individualization and Success (10%)	
	668	1.	Comprehensive Prescriptive Program Appropriate to Overall Presenting Problem 10%	
			Baseline Measurement (6%)	
	639	1.	Reliable Time 3%	
		2.	Accurate Frequency or Rate 3%	
			Behavior Modification and Change Agents (28%)	
	639	1.	Positive Reinforcement and Contingency Management 5%	
	734	2.	Extinction Techniques 2%	
	734	3.	Token Economy or Point System 2%	
	734	4.	Other Change Agents 2%	
	734	5.	Engineered, Structured, or other Classroom Management Strategies 3%	
	736	6.	Prescriptive Grouping 6%	
	667	7.	Instructional Materials, Appropriate to Presenting Problem 8%	

DUAL MAJOR IN UNDERGRADUATE PRESCRIPTIVE TEACHING (SPECIAL EDUCATION) AND ELEMENTARY EDUCATION

Freshmen Year

Fall Semester	Credit Hours	Spring Semester	Credit Hours
English 301F	3	English 301G	3
Sociology 301F	3	Sociology 301G	3
Bio 301F or Zoo 501D	3-4	Geography 300D	3
P.E. Activity	½	Psychology 302D	4
Gen. Educ. & Elect.	6	Gen. Educ. & Elect.	4
		P.E. Activity	½
	15½-16½		17½

Sophomore Year

History 341F	3	EDEXC 639D	2
Math 507F	3	Math 507G	3
Psychology 530D	3	History 360G	2
EDFND 404D	3	EDFND 405D	3
Library Science 414D	3	Speech Path 320D	3
PEPRE 585D	2	Psychology 533D	3
		Gen. Elect.	2
	17		18

Junior Year

Natural Science 412D	3	EDC&I 615M	2
EDC&I 611M	2	EDC&I 616M	2
EDC&I 614M	2	EDC&I 612D	2
EDC&I 613D	3	EDC&I 645D	3
EDEXC 734D	3	EDEXC 735D	2
EDEXC 666D	2	EDEXC 736D	2
EDIA 481D	3	EDFND 706M	2
EDEXC 738M	½	EDEXC 738M	½
		Gen. Educ. & Elect.	3
	18½		18½

Senior Year

EDADM 625M	2	EDC&I 708M	8
EDG&C 661D	3	EDEXC 708M	8
EDEXC 667D	2		
EDEXC 668M	2		
EDEXC 738M	½		
Gen. Educ. & Elect.	5-8		
	14½-17½		16

GRADUATE DIAGNOSTIC-PRESCRIPTIVE TEACHING PROGRAM

The Graduate Diagnostic-Prescriptive Teaching training program is designed to prepare teachers or school consultants to systematically and successfully intervene, or recommend intervention strategies, relative to students who have learning or behavior problems. The program is competency based, focuses on rural education, and is non-categorical in nature. The program output skills involve formal and/or informal assessment of the presenting problem, developing prescriptive intervention strategies relative to that presenting problem, and then either making recommendations regarding, or actually executing, those intervention strategies.

The D-PT program is offered during the academic year as well as the summer term. With very careful course-of-study planning, and exclusive of deficiency course work, it is possible to complete the program in an academic year and a summer term, in that order. By taking course work in the summer term only, it is possible to complete the program in four successive summers. And, with careful planning, program completion is possible by electing a combination of academic and summer term course work.

Because of limited total-faculty time, a limited number of practicum stations, and limited faculty practicum-supervision time, only 5 D-PT majors can be accommodated during the academic year, and a total of only 25 majors and trainees accommodated during a given summer term. Due to the same reasons, it is not possible to offer every D-PT course each summer term. Therefore, the various summer D-PT courses leading to a Master's degree are offered on a sequenced basis that extends over four summers. However, by means of the way in which the courses are sequenced, it is possible to cycle the program so that the core instructional courses are offered in appropriately sequenced blocks every other summer. This means that Master's degree and trainee student admission to the summer D-PT program is on an every-other-summer basis only,beginning with the summer of 1973.

Two years of successful education experience or its equivalent are required for admission to the D-PT program. In addition, those beginning D-PT majors who do not have entry level prescriptive teaching knowledge and skill may need to take background course-work as prerequisite to or concurrent with the D-PT course-of-study.

Diagnostic-Prescriptive Teaching Courses, and Related Performance Objectives

833D, Instructional-Behavioral Intervention: Performance Objective

Each student will write a prescriptive teaching program, using the Management Model, within 120 minutes at 29/36 (80%) "accuracy," with reference to simulated data which involve problems with learning or behavior. The prescriptive program will include the following Management Model components (Table II, p. 10): all the components listed under Behavioral-Instructional Objectives; both components listed under Task Analysis; both components listed under Baseline Measurement; and components one, two, and three of Behavior Modification and Change Agents, all of which results in a "weighted percent total" of 36. When prescriptive teaching intervention is conducted on a live and not simulated basis, the course performance objective will change only to the following extent: each intervention will result in positive change, as measured by baseline behavior, with reference to the identified objectives or task analysis, and without regard for a time limit within which the prescriptive program must be written. "Accuracy" is defined as a ratio score, the numerator of which results from summing the weighted percent values associated with the Management Model components used in a given prescriptive program, and the denominator of which is the "weighted percent total" associated with the particular course or program performance objective.

EDEXC 666D, Diagnostic-Prescriptive Techniques:
Performance Objective

Each student will write a prescriptive teaching program, using the Management Model, within 120 minutes at 38/50 (75%) "accuracy," with reference to simulated data which involve problems with learning and/or behavior. Each prescriptive program will include the following Management Model components (Table II): all the components, except numbers six, seven, and eight, listed under the Learner; all the components listed under Behavioral-Instructional Objectives; Task Analysis; Baseline Measurement; and components one, two, and three of Behavior Modification and Change Agents, all of which results in a "weighted percent total" of 50. (Same as EDEXC 833 from here on.)

EDEXC 863D, Counseling Parents of Exceptional Children:
Performance Objective

Each student will write a prescriptive teaching program, using the Management Model, within 120 minutes at 43/57 (75%) "accuracy," with reference to simulated data which involve problems with learning and/or behavior. Each prescriptive program will include the following Management Model components (Table II): all the components, except numbers six, seven, and eight, listed under the Learner; all the components listed under Behavioral-Instructional Objectives; Task Analysis; Baseline Measurement; and components one, two, three, and seven of Behavior Modification and Change Agents, all of which results in a "weighted percent total" of 57. (Same as EXC 833 from here on.)

EDEXC 834D, Clinical Aspects of Exceptional Children and Prescriptive Teaching:
Performance Objective

Each student will write a prescriptive teaching program, using the Management Model, within 150 minutes at 52/65 (80%) "accuracy," with reference to simulated data which involve problems with learning or behavior. The prescriptive program will include the following Management Model components (Table II): all the components, except numbers seven and eight, listed under the Learner; all the components listed under Behavioral-Instructional Objectives; Task Analysis; Baseline Measurement; and components one, two, three, and seven of Behavior Modification and Change Agents, all of which results in a "weighted percent total" of 65. (Same as EXC 833 from here on.)

EDEXC 865D, Psycho-Educational Assessment and Prescriptive Teaching:
Performance Objective

Each student will write a prescriptive teaching program, using the Management Model, within 150 minutes at 58/73 (80%) "accuracy," with reference to simulated data which involve problems with learning and/or behavior. The prescriptive program will include the following Management Model components (Table II): all the components, except number eight, listed under the Learner; all the components listed under Behavioral-Instructional Objectives; Task Analysis; Baseline Measurement; and components one, two, three, and seven of Behavior Modification and Change Agents, all of which results in a "weighted percent total" of 73. (Same as EXC 833 from here on.)

EDEXC 835D, Advanced Instructional-Behavioral Intervention:
Performance Objective

Each student will write a prescriptive teaching program, using the Management Model, within 150 minutes at 67/84 (80%) "accuracy," with reference to simulated data which involve problems with learning or behavior. The prescriptive program will include the following Management Model components (Table II): all the components, except number eight, listed under the Learner; all the components listed under Behavioral-Instructional Objectives; Task Analysis; Baseline Measurement; and all the components listed under Behavior Modification and Change Agents, all of which results in a "weighted percent total" of 84. (Same as EXC 833 from here on.)

EDEXC 866D, Advanced Psycho-Educational Assessment and Prescriptive Teaching:
Performance Objective

Each student will write a prescriptive teaching program, using the Management Model, within 180 minutes at 78/92 (85%) "accuracy," with reference to simulated data which involve problems with learning and/or behavior. The prescriptive program will include the following Management Model components (Table II): all the components listed under the Learner; all the components listed under Behavioral-Instructional Objectives; Task Analysis; Baseline Measurement; and all the components listed under Behavior Modification and Change Agents, all of which results in a "weighted percent total" of 92. (Same as EXC 833 from here on.)

EDEXC 837D, Advanced Prescriptive Teaching and Programming:
Performance Objective

Each student will write a prescriptive teaching program, using the Management Model, within 100 minutes at 90/100 (90%) "accuracy," with reference to simulated data which involve problems with learning and/or behavior. The prescriptive program will include the following Management Model components (Table II): all the components listed under the Learner; all the components listed under Behavioral-Instructional Objectives; Task Analysis; Individualization and Success; Baseline Measurement; and all the components listed under Behavior Modification and Change Agents, all of which results in a "weighted percent total" of 100. (Same as EXC 833 from here on.)

EDEXC 898M, Directed Professional Study:
Performance Objective

The performance objective of this course is the same as the performance objectives associated with any of the preceeding courses, the content of which is elected as a course of advanced study in EDEXC 898M.

EDEXC 738M, Prescriptive Teaching Practicum:
Performance Objective

Each student must demonstrate in the practicum experience the performance objective proficiency associated with the concurrently enrolled EDEXC course.

TABLE II

GRADUATE
MANAGEMENT MODEL COMPONENT WEIGHTED PERCENT VALUES

Responsible Course			Course Performance Objective Accuracy Level
	Learner	(38%)	
666	1. Interpretation of Comprehensive History	3%	833 = 29/36 (80%)
666	2. Functional I.Q. vs. Potential I.Q.	2%	
666	3. Achievement Level, Including LQ	2%	
666	4. Learning Channel Strengths and Weaknesses	3%	666 = 38/50 (75%)
666	5. Interpretation of Test Data, with Resulting Psycho-Educational Hypotheses	4%	
834	6. Clinical Interpretation and Explanation of Presenting Problem, in Relation to Prescriptive Intervention	8%	863 = 43/57 (75%)
865	7. Administration and Interpretation of Individual Intelligence and Psycholinguistic Tests, with resulting Prescriptive Program, in relation to Presenting Problem	8%	834 = 52/65 (80%)
866	8. Administration and Interpretation of Comprehensive History and complete Test Battery, with Resulting Prescriptive Program, in Relation to Presenting Problem	8%	865 = 58/73 (80%)
			835 = 67/84 (80%)
	Behavioral-Instructional Objectives	(9%)	
	1. Objectives Relevant to Primary Presenting Problem	2%	866 = 78/92 (85%)
	2. Behavioral or Performance Terms	3%	
	3. Givens and Restrictions	1%	
833	4. Time	1%	837 = 90/100 (90%)
	5. Accuracy	1%	
	6. Difficulty Level	1%	
	Task Analysis	(12%)	
	1. $A = \frac{i}{e} \times 10$	10%	
	A = Accuracy Score		
833	i = Included Appropriate Sequential Steps		
	e = Expected Sequential Steps		
	2. Precision Entry Level	2%	
	Individualization and Success	(8%)	
837	1. Comprehensive Prescriptive Program Appropriate to Overall Presenting Problem	8%	
	Baseline Measurement	(6%)	
833	1. Reliable Time	3%	
	2. Accurate Frequency or Rate	3%	
	Behavior Modification and Change Agents	(27%)	
833	1. Positive Reinforcement and Contingency Management	4%	
833	2. Extinction Techniques	2%	
833	3. Engineered, Structured, and other Classroom Management Strategies	3%	
835	4. Instructional Materials, Appropriate to Presenting Problem	4%	
835	5. Prescriptive Grouping	3%	
835	6. Advanced Intervention Strategies (Reverse Chaining, Learning Circuit Break and Remedial Strategy, Informal Assessment, etc.)	4%	
863	7. Prescriptive Counseling	7%	

MASTER'S DEGREE PROGRAM IN DIAGNOSTIC-PRESCRIPTIVE TEACHING
Area of Special Education, Department of Guidance & Counselor Education
College of Education, The University of Wyoming

EDEXC 833D (2) Instructional-Behavioral Intervention
Prerequisites: Consent of Instructor; GPA 3.0

EDEXC 666D (2) Diagnostic-Prescriptive Techniques
Prerequisites: Consent of Instructor; *(EXC 833, 738)

EDEXC 863D (2) Counseling Parents of Exceptional Children
Prerequisites: Consent of Instructor; *(EXC 666, 833, 738; G&C 661 strongly recommended)

EDEXC 834D (3) Clinical Aspects of Exceptional Children and Prescriptive Teaching
Prerequisites: Consent of Instructor; *(EXC 666, 833, 738)

EDEXC 865D (2) Psycho-Educational Assessment and Prescriptive Teaching
Prerequisites: Consent of Instructor; *(EXC 666, 833, 834, 738)

EDEXC 835D (2) Advanced Instructional-Behavioral Intervention
Prerequisites: Consent of Instructor; *(EXC 666, 833, 834, 865, 738)

EDEXC 866D (3) Advanced Psycho-Educational Assessment and Prescriptive Teaching
Prerequisites: Consent of Instructor, EXC 666, and EXC 865 or equivalent, with EXC 834 recommended; as well as, for Diagnostic-Prescriptive Teaching majors: *(EXC 833, 834, 835, 738).

EDEXC 837D (2) Advanced Prescriptive Teaching and Programming
Prerequisites: Consent of Instructor; EXC 666, 833, 834, 835, 863, 865, 866, 738

EDEXC 898M (3) Directed Professional Study
Prerequisites: Consent of Instructor; CPA 3.0

EDEXC 738M (4) Prescriptive Teaching Practicum
Prerequisites: Consent of Instructor; to be taken concurrently with each Diagnostic-Prescriptive Teaching course, and, <u>minimally</u> will involve four student-hours per week exclusive of travel.

EDFND $706M_2$ (1) Educational Tests and Measurements (Statistics)

EDFND 888D (2) Methods of Research

EDFND 809D (2) Statistics in Educational Research

*Course prerequisites applicable to Diagnostic-Prescriptive Teaching majors only.

FURTHER UNDERGRADUATE AND GRADUATE PROGRAM GUIDELINES

The Prescriptive Teaching and Diagnostic-Prescriptive Teaching training programs serve to promote performance objective proficiency as well as quality assessment and intervention strategies. As such, a student should not expect to graduate from either program merely on the basis of having spent a certain amount of time in school.

Each major, beginning with EDEXC 639 in the sophomore year for undergraduate students, and with EDEXC 833 for graduate students, and for each semester or course thereafter, will participate in various field experiences as well as a ½ credit practicum experience, which minimally will involve four hours of field-classroom intervention a week exclusive of travel. Careful program planning each semester should afford at least four hours of time, exclusive of travel and Fridays, for practicum purposes. Regular weekly faculty-practicum student meetings will be held, possibly at night.

The academic year EDEXC courses are blocked on a nine (9) week each basis, and the summer EDEXC courses are blocked on a two (2) week each basis.

Within the EDEXC programs, only Diagnostic-Prescriptive Teaching (graduate) courses are offered in the summer.

In addition to the performance objective and prescriptive program requirements associated with each course and practicum experience, the various EDEXC courses have other proficiency requirements, in the form of various kinds of examinations, which measure student problem solving ability in relation to the theoretical and applied content of the courses.

The prescriptive program "accuracy" level required for any given course or Program performance objective reflects the minimum level of acceptable performance objective proficiency. Translated into a course letter-grade, this means that since a B grade is the lowest acceptable grade for majors regarding required EDEXC courses, any given required "accuracy" level (e.g., 30/37 for EDEXC 639, 52/65 for EDEXC 834, etc.) is equal to a grade of B.

A given course grade represents a composite of the class grade and the related practicum grade.

The undergraduate and graduate programs are competitive. Only 50 undergraduate and graduate majors can be accommodated in the practicum experience during a given academic year semester, and only 25 graduate students during each blocked summer term course. Such figures serve to limit our academic year program population to 40-45 accepted undergraduate and 5 accepted graduate majors, and also serve to limit our academic year courses to not more than a total of thirty (30) undergraduate major, graduate major, and non-major students. Similarly, such figures serve to limit our summer term major and trainee population to 25 graduate students per course. Only productive, motivated, and successful students will be encouraged to continue in the program.

PRESCRIPTIVE TEACHING, AND DIAGNOSTIC-PRESCRIPTIVE TEACHING, PROGRAMS AND COURSE ENTRANCE CRITERIA

Overall GPA to enter class	Committee approval to enter class: Based on GPA, Performance Objective Proficiency Data, and Rating Scale Results	GPA in EXC classes needed to proceed to next sequenced class	Maximum number of students admitted to class: Majors	Maximum number of students admitted to class: Non-Majors	Course and semester offered
2.5	X	3.0	Summer 10 Spring 30	20 5	EXC 639
2.5	X	3.0	20 Undergrad 5 Grad	5	EXC 666 Fall, and Summer*
2.5	X	3.0	20 Undergrad 5 Grad	5	EXC 734 Fall
2.5	X	3.0	20 Undergrad 5 Grad	5	EXC 735 Spring
2.5	X	3.0	20 Undergrad 5 Grad	5	EXC 736 Spring
2.5	X	3.0	20 Undergrad 5 Grad	5	EXC 667 Fall
2.5	X	3.0	20 Undergrad 5 Grad	5	EXC 668 Fall
2.5	X	3.0	50	0	EXC 738 Fall, Spring, and summer*
3.0	Majors X	3.0	5	10	EXC 833 Fall, and summer*
3.0	Majors X	3.0	5	15	EXC 863 Spring, and summer*
3.0	Majors X	3.0	5	10	EXC 834 Fall, and summer*
3.0	Majors X	3.0	5	5	EXC 865 Fall, and summer*
3.0	Majors X	3.0	5	10	EXC 835 Spring, and summer*
3.0	Majors X	3.0	5	5	EXC 866 Spring, and summer*
3.0	Majors X	3.0	5	5	EXC 837 Spring, and summer*
3.0	Majors X	3.0	5	5	EXC 898 Academic year, and Summer*

A. Students must have written Prescriptive Teaching faculty-member permission to enter the above classes.

B. A review committee consisting of the Guidance and Counselor Education Department Head, a general College of Education faculty member, and two Prescriptive Teaching faculty members, may be convened in the case of student appeal.

*C. Each summer EDEXC course is limited to a total of 25 graduate students.

EDEXC Academic Year Prescriptive Teaching,
and Diagnostic-Prescriptive Teaching, Course Schedule

FALL		SPRING		SUMMER	
Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate
EDEXC 666 (2)	833 (2)	EDEXC 639 (2)	835 (2)	EDEXC 639 (2)	738 (2)
734 (3)	666 (2)	735 (2)	863 (2)		$898M_1$ (2)
667 (2)	834 (3)	736 (2)	866 (3)		$898M_2$ (1)
668 (2)	865 (2)	738 (½)	837 (2)		
738 (½)	738 (1)	708 (8)	738 (1)		
708 (8)	$898M_1$ (2)		$898M_1$		
	FND $706M_2$ (1)		FND 809 (2)		
	FND 888 (2)				

EDEXC $898M_1$ is, Individual Research and Inquiry Regarding Diagnostic-Prescriptive Teaching

EDEXC $898M_2$ is, Trends in Diagnostic-Prescriptive Teaching and Special Education

EDEXC Summer Term
Diagnostic-Prescriptive Teaching Course Schedule

Summer #1	Summer #2	Summer #3	Summer #4
EDEXC 833 (2)	EDEXC 865 (2)	EDEXC 863 (2)	EDEXC $898M_2$ (1)
666 (2)	835 (2)	837 (2)	738 (2)
834 (3)	866 (3)	738 (½)	Repeat Summer #2
738 (1)	738 (½)	Repeat Summer #1	
$898M_1$ (2)	$898M_1$ (2)	FND 888 (2)	
	$706M_2$ (1)	FND 809 (2)	

EDEXC $898M_1$ is, Individual Research and Inquiry Regarding Diagnostic-Prescriptive Teaching

EDEXC $898M_2$ is, Trends in Diagnostic-Prescriptive Teaching and Special Education